DOCUMENT RESUME

ED 127 538 CG 010 766

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TITLE Students, the Environment, and Their Interaction: Part II. Colorado State University Student Development Reports, Vol. XIII, No. 2, 1975-76.
INSTITUTION Colorado State Univ., Ft. Collins. Univ. Counseling Center.
PUB DATE 75
NOTE 82p.; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *College Environment; College Students; *Environmental Influences; Financial Needs; Higher Education; *Interaction Process Analysis; Occupational Choice; Personal Growth; Research Projects; *Stress Variables; *Student College Relationship; Student Development; *Student Needs

ABSTRACT

Environmental assessment of Colorado State University (CSU) was undertaken to identify mismatches between the needs and goals of students and the resources and goals of the University. The perceptions and attitudes of a large representative sample of CSU students were measured using the College Student Questionnaire (CSQ) and the Environmental Satisfaction Questionnaire (ESQ), an instrument designed to measure stress experienced by CSU students. Information about exact events leading to dissatisfaction, coping mechansims and possible remedies was gathered from those students reporting stress on the ESQ. Three primary areas of stress for CSU students were identified as finincial support, educational-vocational planning, and personal growth and development. Comparisons by sex, class and college were also presented. Specific recommendations included the creation of a campus environmental assessment-design center, further analysis of the data, greater student orientation to university resources, and greater administrative awareness of and response to student needs. (Author)

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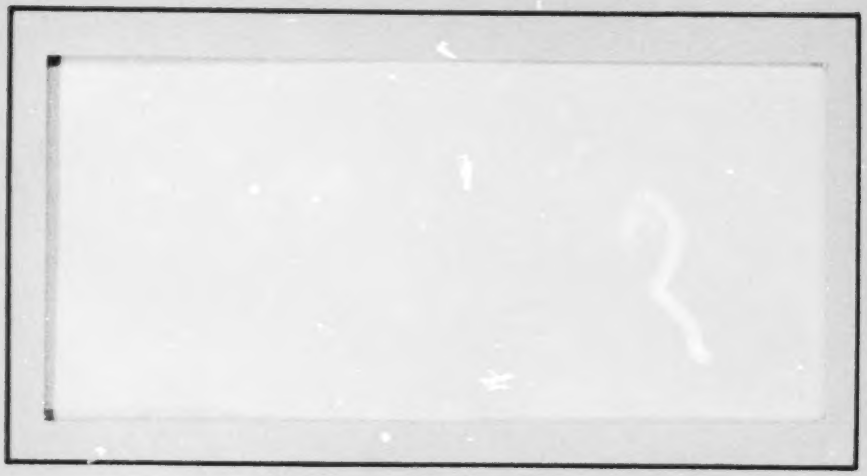

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Students, the Environment and Their Interaction: Part II

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Colorado State University

Student Development Reports
Vol XIII, No. 2, 1975-76

Abstract

Environmental assessment of Colorado State University was undertaken to identify mismatches between the needs and goals of students and the resources and goals of the University. The perceptions and attitudes of a large representative sample of CSU students were measured using the College Student Questionnaire (CSQ) and the Environmental Satisfaction Questionnaire (ESQ), an instrument designed to measure stress experienced by CSU students in eleven key areas. Information about exact events leading to dissatisfaction, coping mechanisms and possible remedies was gathered from those students reporting stress on the ESQ. Three primary areas of stress for CSU students are discussed: financial support, educational-vocational planning and personal growth and development. Comparisons by sex, class and college are presented. Specific recommendations are made, including the recommendation that a campus environmental assessment-design center be created.

INTRODUCTION

The major goal of many modern universities is to provide quality education with an emphasis on preparing students to take their places in the world. Optimally, students leave the university with the knowledge and skills to lead productive and fulfilling lives and to function successfully in specific careers. While many students are prepared for roles in society, this goal is not reached with all students. Students whose needs are not met by the university may respond by constantly changing majors, by seeking assistance at the Health Center, Counseling Center or other helping agency, by dropping out, or by expressing dissatisfaction with the university in other ways. These students are the casualties of the educational process.

The perception that there are students who experience difficulty meeting their needs within the university is not new. Many college administrators and agencies have been concerned with providing assistance to these students. Outreach programming, including preventive and developmental services, seems designed to reduce the incidence of educational casualties. The paraprofessional movement has enabled the university to provide services to more individuals than could be reached by professionals alone. These have been positive developments that have enhanced the mental health of university populations. The university, however, does not have the resources to provide these programs to a large percentage of the population. For the most part, the university responds to casualties on an individual basis after the crisis has occurred or, worse, does not reach them at all.

One alternative to individual treatment is the modification of the environment. In many disciplines, research has shown that behavior is related to environmental conditions and that individual dysfunctioning can be the result of a system or environment. Some characteristics of university environments have been found to be related to student self-esteem, mood and satisfaction (Insel & Moos, 1974). Although the powerful effect of the environment is recognized,

there have been few attempts and little success in altering university environments to improve individual functioning.

A WICHE (Western Interstate Commission on Higher Education) publication entitled "Quality of Educational Life, Priorities for Today" (WICHE, 1973a) warns: "There are numerable mismatches between campus environments and structural organization and needs and desires of campus members" (p. iii). There are conditions on campuses which cause high stress on students. In order to enhance the quality of life on campuses, it would seem appropriate to design the environment in such a way that dysfunctional stress would be eliminated. By matching student needs, goals and expectations to environmental resources, matches would replace mismatches; as students and environments become more and more congruent, educational process casualties would decrease.

If the university is to attain its goal of providing quality education, while minimizing the number of educational casualties, creative interventions are needed. One such intervention is intentional campus design. The students bring specific needs, goals and expectations to a university environment. The universities have specific resources and goals. Can university environments be designed in such a way as to increase the congruence between university resources and goals and student needs, goals and expectations? The first step in this process is a thorough and accurate assessment of the university environment. It is only after the mismatches between students and their environment are identified that the process of design can be started.

Background

A university environment that has received particular attention in recent years is that of Colorado State University. One study of the CSU environment is reported in "Research Profiles: Student and Campus Characteristics," (WICHE, 1973b), prepared by John L. Schultz, Ph.D. (Ten percent of Colorado State University freshmen took part in the research.) Schultz used the

Institutional Goals Inventory (IGI) to determine similarities and differences between the goals of various university sub-populations. He also used the College Student Questionnaire (CSQ) and a series of structured interviews. Several interesting findings were reported. (1) Schultz found the student population of Colorado State University to be highly urban in nature. (2) The CSU student body was found to be primarily Caucasian and middle class, with only a very small representation from minority groups. (3) CSU freshmen listed as their primary goals the mastery of their particular academic field and the development of personal identity through self-discovery and social interaction. (4) Students perceived that their goals were not being realized and that their efforts in this direction were being stifled by the nature of the environment. (5) A significant percentage of students experienced a higher than average degree of incongruency between their goals and the perceived goals of the institution. These students were predominantly career-oriented women, who were actively seeking to remove themselves from conservative parental and peer group pressures. (6) While students accepted the importance of more traditional practices, they desired environmental modifications that would allow innovation, off-campus learning, democratic governments, and more emphasis on personal development and self-discovery which they perceived as critical to their economic and social survival.

The data collected by Dr. Schultz were presented in further detail in two unpublished master's theses. In "Campus Mental Health: The Student Perspective," (1973), Lenora Bohren noted that (compared to students whose goals were incongruent with goals of faculty and administration) "those (students) who presently 'fit well' with the environment were: more conservative; more business or profession oriented; from more understanding families; from lower income families; were more dependent in terms of satisfying and considering peer and parental views; and they preferred a more traditional environment in terms of

preferring faculty direction during course selection and class assignments (p. 117)." Bohren stressed the importance of congruency between the goals of students and the goals of the other university sub-populations. She suggested further research in this area which could lead to the modification of institutional goals. With such modification the needs of all the constituents of the university--students, faculty, administration--might be better satisfied. Among her other recommendations were the following: the expansion of the freshman curriculum to include more avenues of individual self-expression; the installation of more field programs; the implementation of a more personalized teaching process with smaller class sizes; and the provision of career counseling beginning during freshman orientation and continuing throughout the college years.

"Western Campus Mental Health Needs," a thesis by Janet Scheider-McGrath (1973), provided more information from the study conducted by Dr. Schultz. This thesis focused on the evaluation of the structured and unstructured counseling services available at CSU. McGrath advanced the opinion that anomie was one of the most active forces operating on a college campus. She suggested that students usually dealt with their problems by using resources such as peer groups, faculty or formal organizations or by turning to drinking, drugs, sex, illness or suicide. Comparatively few students utilized the professional counseling services available at CSU. According to the author, one possible reason for this was lack of knowledge on the student's part that such services were available. In addition, McGrath suggested that the students showed a general detachment from the university, with many students being much less involved with extracurricular activities than they had been in high school. McGrath made specific recommendations regarding the Preview CSU program, the add/drop process, the advising process, the nature of student-faculty contact, the curriculum requirements, grouping by major in the dormitories, student isolation, students' lack of mobility, and coping mechanisms. She suggested that if modifications

in these areas were implemented, the students of CSU would find themselves in a much more beneficial environment.

Another study, "Students, the Environment and Their Interaction," (Huebner, et al., 1974) provided further support for the idea that there was an incongruency between students and their environment. The authors of this study used the College Student Questionnaire (CSQ) and the College and University Environment Scales (CUES). The results suggested that, at the time of testing, a large number of students were dissatisfied with faculty, administration, their majors, and other students. The study also pointed out that the typical student, while intending to go on to graduate school and a professional life, had a primary interest in interpersonal relationships and growth. Academic pursuits were secondary. It was suggested that this might be a source of incongruency between the students' needs and the CSU environment. The perceived lack of environmental support for the pursuit of interpersonal development could have been responsible for the high degree of dissatisfaction reported. In their conclusions, the authors suggest further investigation to ascertain whether the typical CSU student does, in fact, feel alienated. If this hypothesis were confirmed, then changes could be introduced into the environment to create a better match between students and institutional goals, values and expectations.

The studies noted above are consistent in finding that there are a number of mismatches between students and the CSU environment. However, the results are open to question because the samples used were small and not always representative. In addition, the studies failed to pinpoint exact precipitating events leading to dissatisfaction, and minimal attention was paid to eliciting alternative program suggestions from students. Therefore, before making specific suggestions for environmental redesign, further study of the CSU environment is necessary. The present study measures perceptions and attitudes of a large, representative sample of CSU students. In addition, students are asked if the

mismatches reported in the earlier studies are actually mismatches for them. In the areas of expressed dissatisfaction, information is solicited about precipitating events, coping mechanisms and possible remedies.

METHODOLOGY

Instrumentation

Two instruments were used to study the student-environment fit: The College Student Questionnaire (CSQ) and the Environmental Satisfaction Questionnaire (ESQ). The CSQ (Part II), a 200 item multiple choice questionnaire, employs a multi-method approach to environmental assessment, gathering biographical, perceptual, behavioral and attitudinal information about student populations. Some test items gather demographic data while others contribute to the CSQ's eleven scales. Six of these scales assess student functioning in the environment of the particular institution being studied: Satisfaction with Faculty (SF); Satisfaction with Administration (SA); Satisfaction with Major (SM); Satisfaction with Students (SS); Study Habits (SH); and Extracurricular Involvement (EI). The five remaining scales measure student attitudes: Family Independence (FI); Peer Independence (PI); Liberalism (L); Social Conscience (SC); and Cultural Sophistication (CS). Brief definitions of the CSQ scales are presented in Table 1.

In addition to the standardized items, the CSQ allows for the insertion of items designed to gather local information. The local items (cf. Appendix A) used in the present study included: college major, minority affiliation, Colorado residency, overall stress, stress and the semester system, knowledge of services, and accessibility of services.

The ESQ (cf. Appendix B) is an instrument which gathers information concerning the fit between CSU students and their environment. The instrument has two parts. In Part I, students are asked to respond to eleven Likert-type items. The items refer to areas of possible stress that were suggested by recent research reports on CSU students (Bohren, 1973, Huebner, et al., 1974;

TABLE 1

Brief Definitions of the Scales in the
College Student Questionnaires

(FI) Family Independence refers to a generalized autonomy in relation to parents and parental family. Students with high scores tend to perceive themselves as coming from families that are not closely united, as not consulting with parents about important personal matters, as not concerned about living up to parental expectations, and the like. Low scores suggest "psychological" dependence on parents and family.

(PI) Peer Independence refers to a generalized autonomy in relation to peers. Students with high scores tend not to be concerned about how their behavior appears to other students, not to consult with acquaintances about personal matters, and the like. They might be thought of as unsociable, introverted, or inner-directed. Low scores suggest conformity to prevailing peer norms, sociability, extraversion, or other-directedness.

(L) Liberalism is defined as a political-economic-social value dimension, the nucleus of which is sympathy either for an ideology of change or for an ideology of preservation. Students with high scores (liberals) support welfare statism, organized labor, abolition of capital punishment, and the like. Low scores (conservatism) indicate opposition to welfare legislation, to tampering with the free enterprise system, to persons disagreeing with American political institutions, etc.

(SC) Social Conscience is defined as moral concern about perceived social injustice and what might be called "institutional wrongdoing" (as in government, business, unions). High scorers express concern about poverty, illegitimacy, juvenile crime, materialism, unethical business and labor union practices, graft in government, and the like. Low scores represent reported lack of concern, detachment, or apathy about these matters.

(CS) Cultural Sophistication refers to an authentic sensibility to ideas and art forms, a sensibility that has developed through knowledge and experience. Students with high scores report interest in or pleasure from such things as wide reading, modern art, poetry, classical music, discussions of philosophies of history, and so forth. Low scores indicate a lack of cultivated sensibility in the general area of the humanities.

(SF) Satisfaction with Faculty refers to a general attitude of esteem for instructors and the characteristic manner of student-faculty relationships at the respondent's college. Students with high scores regard their instructors as competent, fair, accessible, and interested in the problems of individual students. Low scores imply dissatisfaction with faculty and the general nature of student-faculty interaction.

(SA) Satisfaction with Administration is defined as a generally agreeable and uncritical attitude toward the college administration and administrative rules and regulations. High scores imply satisfaction with both the nature of administrative authority over student behavior and with personal interactions

TABLE 1 (continued)

with various facets of the administration. Low scores imply a critical, perhaps contemptuous view of an administration that is variously held to be arbitrary, impersonal, and/or overly paternal.

(SM) Satisfaction with Major refers to a generally positive attitude on the part of the respondent about his activities in his field of academic concentration. High scores suggest not only continued personal commitment to present major field, but also satisfaction with departmental procedures, the quality of instruction received, and the level of personal achievement within one's chosen field. Low scores suggest an attitude of uncertainty and disaffection about current major field work.

(SS) Satisfaction with Students refers to an attitude of approval in relation to various characteristics of individuals comprising the total student body. High scores suggest satisfaction with the extent to which such qualities as scholastic integrity, political awareness, and particular styles and tastes are perceived to be characteristic of the student body. Low scores imply disapproval of certain characteristics that are attributed to the over-all student body.

(SH) Study Habits refers to a serious, disciplined, planful orientation toward customary academic obligations. High scores represent a perception of relatively extensive time devoted to study, use of systematic study routines and techniques, and a feeling of confidence in preparing for examinations and carrying out other assignments. Low scores suggest haphazard, perhaps minimal, attempts to carry through on instructional requirements.

(EI) Extracurricular Involvement is defined as relatively extensive participation in organized extracurricular affairs. High scores denote support of and wide involvement in student government, athletics, religious groups, preprofessional clubs, and the like. Low scores represent disinterest in organized extracurricular activities.

All eleven scales in Part 2 consist of ten 4-alternative questions. Raw scores range from 10 through 40. No items are included in more than one scale.

Reproduced from Comparative Data for College Student Questionnaire, Part II, Educational Testing Service, 1968.

McGrath, 1973; WICHE, 1973b). Part I assesses how stressful these areas are for students. Part II of the ESQ uses an environmental referent to gather information about the student-environment interaction. The concept of environmental referent was proposed by Banning (Huebner, 1975) and further developed by Huebner (1975). The technique used to collect the environmental referent information on the ESQ was developed by the authors for the present study. In Part II of the ESQ, students who report a particular area as stressful ("strongly disagree" or "mildly disagree" responses on Part I) are asked to provide more information about this area. The referent has three parts:

(1) "What things in the environment exist or have happened to make you feel this way?"

(2) "How have you responded to this situation or feeling?"

(3) "What could be done to change the environment (physical, organizational, or functional, etc.) to improve the situation?"

Procedure

Since the study was a follow-up of an earlier one which had been reported to the University President, Vice Presidents, Deans, and various agency Directors, (Huebner, et al., 1974) these persons were asked to serve as consultants for the present study. Two letters (cf. Appendix C) were sent to the consultants to keep them apprised of progress on the study and to elicit their suggestions for its design. As a result of their input, it was decided to collect the data using a random stratified sample instead of selecting large classes thought to be representative of each college.

The data collection took place during Winter Quarter, 1975. Students in the sample were sent an informational letter on January 23, 1975 (cf. Appendix D). Another letter followed, requesting the students' presence at a testing site on one of four evenings. At the same time, volunteers began telephoning students

asking for their participation. After the initial week of testing, a mailing was sent to those students who had not yet responded to the request for participation, followed by a postcard once more soliciting students' participation.

All students in the sample were requested to complete the CSQ. The first 400 who were tested were also given the ESQ.

Sample

A random sample, stratified by class and representing approximately 9% of the population, was drawn from the entire CSU student population. Of the 1,450 students in the sample, 952 or 65.7% responded. Sixty-seven responses were not usable because they were incorrectly coded or were returned after the cutoff date, leaving data from 885 students to be included in the analyses. In some cases, the total number of subjects reporting a given characteristic does not equal 885 because of missing data.

The sample included 458 men (52%) and 423 women (48%). Eighty-four percent of the sample were unmarried, 57 percent lived off campus and 73 percent were Colorado residents. Sixty-six respondents (7%) identified themselves as members of an ethnic or racial minority. The sample included 204 freshmen (23%), 175 sophomores (20%), 172 juniors (19%), 233 seniors (26%), and 101 fifth year and/or graduate students (11%). The representativeness of the sample by college is shown in Table 2.

A subsample of 400 students completed the Environmental Satisfaction Questionnaire (ESQ). The subsample included 216 men (54%) and 180 women (45%). Fifty-four percent of the subsample lived off-campus and 74 percent were Colorado residents. Thirty-three respondents (8%) identified themselves as members of an ethnic or racial minority. The subsample included 111 freshmen (28%), 82 sophomores (21%), 79 juniors (20%), 95 seniors (24%), and 33 fifth year and/or graduate students (8.2%). The representativeness of the subsample by college is shown in Table 2.

TABLE 2

Comparison of Number and Percentage of Students Within the Nine Colleges for the Total CSU Population and Students in CSQ and ESQ Samples

College of Study	CSU Population		CSQ Sample		ESQ Sample	
	N	%	N	%	N	%
College of Agricultural Sciences	1183	8	62	7	31	8
College of Business	1643	10	84	9	35	9
College of Engineering	1112	7	71	8	33	8
College of Forestry & Natural Sciences	1748	11	84	9	42	11
College of Home Economics	1584	10	99	11	42	11
College of Humanities & Social Sciences	3967	25	201	23	90	23
College of Natural Sciences	2144	14	124	14	67	17
College of Professional Studies	1098	6.9	49	8	21	5
College of Veterinary Medicine & Biomedical Sciences	1404	9	75	8	33	8

RESULTS

College Student Questionnaire (CSQ): Scale Scores

The eleven scales of the CSQ were designed to measure student perceptions, behaviors and attitudes. These scales are "summated," based on four option Likert-type items. Scale scores can range from 10-40, a score of 10.0 indicating that all students rated the items in the response category "1" and a score of 40.0 indicating that all students rated the items in response category "4." Thus, the scale score is an approximate mean rating for each item summed for the ten scale items.

ETS conducted a normative study involving 1,500 students in 1966-1967. The results of the 1975 CSU study are presented in Table 3 compared with the ETS norm group and the 1973 CSU sample consisting of 284 students (Huebner, et al., 1974). Average raw scores and average percentile scores, based on the ETS norm group, are presented. Average raw scores are also presented graphically in Figure 1. It can be seen that while the 1973 CSU scores fall considerably below the national norms on a number of scales, the 1975 CSU scores are much more consistent with the 1966-67 norms.

The scale scores of the CSQ were further analyzed to investigate differences between subgroups of students. Differences between the sexes, the University classes and the colleges were explored. Analysis of variance procedures were used to detect overall differences between groups. Results are presented in Tables 4, 5, and 6. Where appropriate, Scheffé's method of multiple comparisons was used.

Comparing the scores of men and women on the CSQ scales, highly significant differences were found on the scales that assess attitudes. Men scored significantly higher on the Family Independence (FI) and Peer Independence (PI) Scales, while women scores significantly higher on the Liberalism (L), Social Conscience

TABLE 3

CSQ Scale Scores: Comparison of CSU 1975 and 1973 samples with 1966-67 Norms

CSQ Scale	CSU 1975 Average Raw Score	CSU 1975 Average Percentile Score	CSU 1973 Average Raw Score	CSU 1973 Average Percentile Score	ETS 1966-67 Average Raw Score
Family Independence (FI)	24.6	65%	25.8	70%	22.2
Peer Independence (PI)	25.2	60	23.1	40	24.0
Liberalism (L)	27.9	65	25.5	50	25.9
Social Conscience (SC)	29.7	65	24.8	28	28.0
Cultural Sophistication (CS)	22.6	45	18.6	20	23.5
Satisfaction with Faculty (SF)	23.6	30	15.9	3	25.3
Satisfaction with Administration (SA)	25.9	48	17.4	5	26.3
Satisfaction with Major (SM)	27.1	48	17.7	3	27.6
Satisfaction with Students (SS)	26.0	55	17.3	<3	26.8
Study Habits (SH)	25.3	50	13.3	<3	25.2
Extracurricular Involvement (EI)	18.0	26	23.5	70	20.8

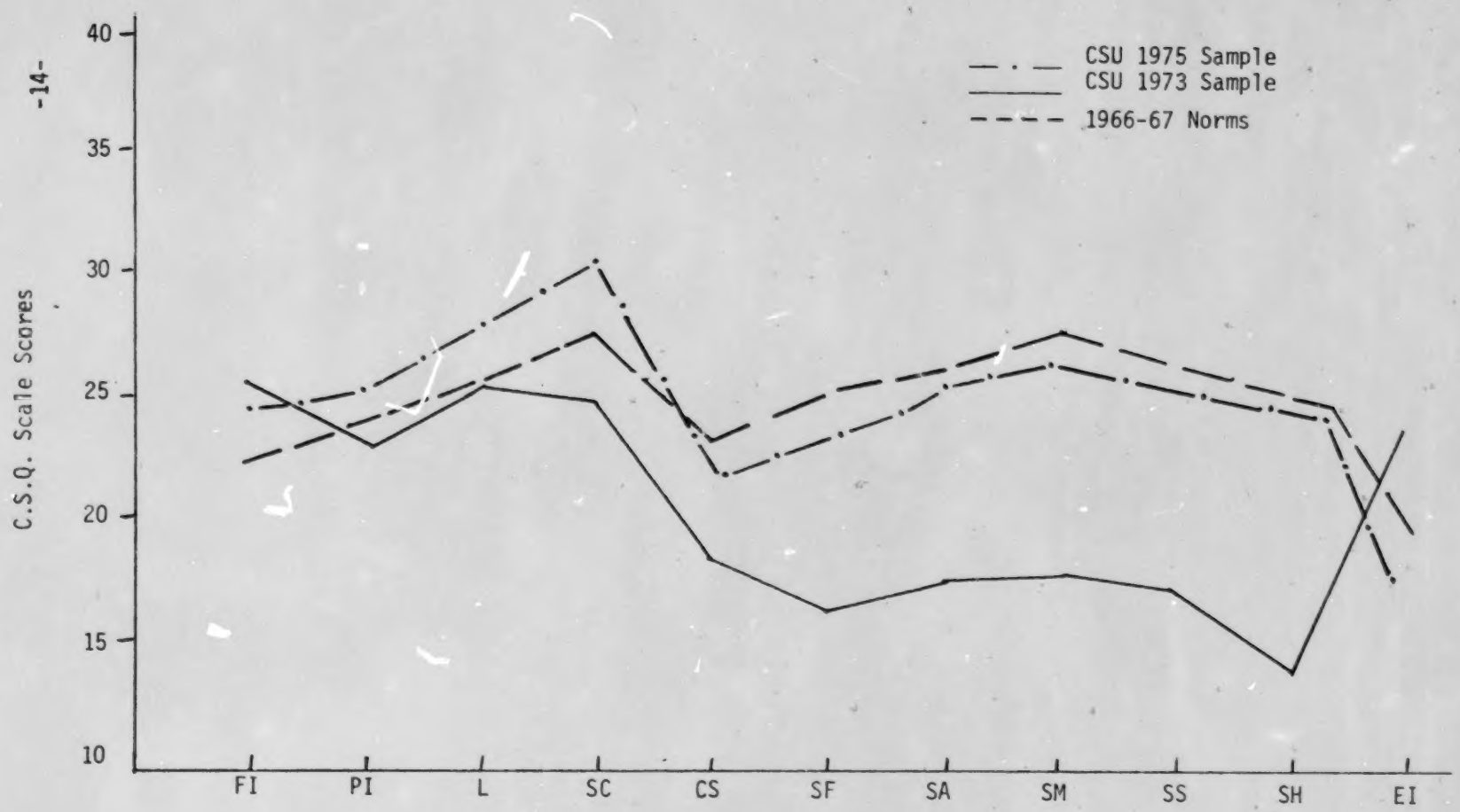

FIGURE 1: Comparison of CSU 1975 and 1973 sample scale scores with 1966-67 norms.

(SC) and Cultural Sophistication (CS) Scales. No significant differences were found on the scales assessing student functioning and satisfaction with the University environment.

There were significant overall differences between the classes on ten of the CSQ subscales. The results of the Scheffé comparison tests indicate specific differences. (1) On the Family Independence (FI) Scale, seniors and graduate students scored significantly higher than members of other classes. (2) On the Peer Independence (PI) Scale, graduate students scored significantly higher than juniors or freshmen, and sophomores and seniors also scored significantly higher than freshmen. (3) Seniors scored significantly higher than freshmen or juniors on the Liberalism (L) Scale. (4) Graduate students scored significantly higher than freshmen or juniors on the Cultural Sophistication (CS) Scale.

The scales measuring student functioning and satisfaction revealed several differences between the classes. (1) Graduate students scored significantly higher than all other classes on the Satisfaction with Faculty (SF) Scale. (2) Freshmen scored significantly higher than seniors on the Satisfaction with Administration (SA) Scale. (3) Graduate students scored significantly higher than freshmen on the Satisfaction with Major (SM) Scale. (4) On the Study Habits (SH) Scale, graduate students scored significantly higher than freshmen, sophomores or juniors, and seniors scored significantly higher than freshmen. (5) On the Extracurricular Involvement (EI) Scale, freshmen, juniors and sophomores scored significantly higher than seniors or graduate students.

There were significant overall differences between the colleges on eight of the CSQ subscales. The results of the Scheffé comparison tests indicate the following specific differences. (1) The college of Engineering scored significantly higher than the colleges of Business or Home Economics on the Family Independence (FI) Scale. (2) Students from the colleges of Engineering and Veterinary Medicine scored significantly higher than the Home Economics students

on the Peer Independence (PI) Scale. (3) Students from the college of Humanities and Social Science scored significantly higher on the Liberalism (L) Scale than the students from the colleges of Agricultural Science, Business, Engineering, Professional Studies or Veterinary Medicine. (4) Students from the colleges of Humanities and Social Science and from the college of Home Economics scored significantly higher than the Engineering students on the Social Conscience (SC) Scale. (5) Students from the college of Humanities and Social Science scored significantly higher on the Cultural Sophistication (CS) Scale than students from the colleges of Agricultural Science, Business, Engineering, Forestry or Professional Studies. Natural Science students and Veterinary Medicine students also scored significantly higher than Business students on this scale.

Turning to the scales measuring student functioning and satisfaction, several significant differences emerge. (1) Natural Science students scored significantly higher on the Satisfaction with Faculty (SF) Scale than students of any other college. (2) Home Economics students scored significantly higher than students of any other college on the Satisfaction with Administration (SA) Scale. (3) Engineering students scored significantly higher on the Satisfaction with Major (SM) Scale than students in the colleges of Business, Home Economics or Humanities and Social Science. (4) No significant differences were found on the Satisfaction with Students (SS) Scale, the Study Habits (SH) Scale or the Extracurricular Involvement (EI) Scale.

It should be noted that some of the differences discussed above, while statistically significant, represent rather small differences in mean scores between sexes, classes and colleges. Readers are referred to the tables, where mean scores are presented.

TABLE 4

CSQ Scale Scores: Comparison Between Sexes at CSU

	FI		PI		L		SC		CS		SF		SA		SM		SS		SH		EI	
	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ
Men	25.3	5.0	25.8	4.0	27.3	4.9	28.7	4.6	21.6	5.4	23.9	5.0	25.8	4.5	27.3	4.3	26.1	4.0	25.2	4.5	18.0	4.1
Women	23.9	4.9	24.6	4.0	28.5	4.6	30.9	4.5	23.7	4.9	23.2	4.7	26.1	4.2	26.9	4.3	25.9	3.9	25.3	4.3	17.9	4.0
F	18.86***		17.91***		14.01***		52.68***		38.78***		3.79		1.32		1.33		0.40		0.12		0.21	

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 5

CSQ Scale Scores: Comparison Across Classes at CSU

Class	FI		PI		L		SC		CS		SF		SA		SM		SS		SH		EI	
	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ
Freshman	23.0	4.6	24.1	3.7	27.2	4.2	29.3	4.6	21.8	4.9	23.1	4.6	26.9	4.1	26.2	4.4	26.4	4.0	24.3	4.0	19.2	3.8
Sophomore	24.1	5.1	25.4	4.2	27.5	4.5	29.6	5.0	22.9	4.8	22.4	4.4	26.2	4.1	26.9	4.2	26.0	3.9	25.0	4.4	18.2	4.1
Junior	24.1	4.8	24.8	4.0	27.1	4.9	29.1	5.0	21.7	4.8	23.2	4.4	25.6	3.9	27.1	3.8	25.8	3.7	25.1	4.2	18.6	4.7
Senior	25.9	4.8	25.9	4.0	29.0	4.9	30.3	4.6	23.2	5.9	23.8	5.1	25.1	4.8	27.2	4.4	25.9	4.2	25.8	4.5	16.8	3.6
Graduate	27.0	5.2	26.4	3.8	28.8	5.3	30.3	3.9	24.0	5.8	26.4	5.3	26.0	4.8	28.2	4.7	26.0	3.8	27.2	4.5	16.6	3.0
F	16.70***		8.20***		6.34***		2.40*		4.93***		12.49***		4.92***		3.08*		0.60		8.92***		14.82***	

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 6

CSQ Scale Scores: Comparison Across Colleges at CSU

College	FI		PI		L		SC		CS		SF		SA		SM		SS		SH		EI	
	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ
Agriculture	23.9	4.1	24.9	3.5	26.0	5.0	29.2	4.7	21.7	5.3	23.4	5.2	26.7	3.9	27.5	3.8	25.9	4.0	25.5	4.2	18.4	4.3
Business	23.0	4.4	24.3	3.7	26.5	3.9	29.0	3.9	20.0	4.3	23.0	4.4	25.7	3.9	25.7	4.1	25.6	4.1	24.8	4.2	18.5	4.1
Engineering	26.7	5.9	26.5	4.3	26.6	5.4	27.6	4.6	21.2	5.2	24.5	5.3	26.1	4.5	29.4	4.0	27.1	3.6	25.9	3.9	17.3	3.8
Forestry and Nat. Resources	25.9	5.2	25.8	4.1	28.0	4.2	29.1	4.6	21.7	5.2	22.5	4.7	25.0	4.7	26.7	3.6	26.0	4.0	24.4	3.6	17.9	4.3
Home Economics	23.3	5.0	23.8	3.8	28.2	4.5	30.8	4.7	22.3	4.4	22.4	4.6	26.9	4.6	26.1	4.4	26.4	3.8	25.3	4.0	18.1	4.2
Nat. Sciences	24.8	5.0	25.4	4.0	28.6	4.7	29.7	4.8	23.4	4.9	24.6	4.8	26.3	4.2	27.7	4.1	26.4	3.9	25.1	4.7	18.0	4.0
Humanities and Social Sciences	24.8	5.0	25.0	4.2	29.8	4.7	31.0	4.7	24.7	5.6	23.9	4.8	25.3	4.1	26.3	4.5	25.9	4.1	25.1	4.7	17.7	3.8
Professional Studies	25.0	5.1	25.2	3.1	26.4	4.2	29.6	4.2	20.8	4.7	24.1	5.7	26.4	4.5	27.3	4.5	26.0	3.6	25.9	4.1	19.0	4.1
Veterinary Med. and Biomedical Sciences	24.6	4.6	26.2	4.2	26.8	4.8	29.0	4.8	23.3	5.5	23.3	4.4	26.3	4.7	28.2	4.4	25.4	3.9	26.6	5.0	17.4	3.9
F	4.39***		4.06***		8.72***		5.40**		9.68**		2.53**		2.08*		5.81***		1.16		1.76		1.17	

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

College Student Questionnaire: Selected Standardized Items

Individual CSQ items of particular interest in the present study were isolated and grouped by topic area.

General - Thirty-six percent of the students sampled indicated that their greatest satisfaction at the University was found in coursework or studies, while 39 percent found their greatest satisfaction in extracurricular activities or social interactions and 24 percent found greatest satisfaction in self-discovery. Those areas identified by students as their greatest problems at the University included course content (23%), identity (19%), and finances (16%). A large number of the students (79%) felt little if any interest by the University in them as individuals.

Vocational concerns - Almost all students sampled (88%) had made at least tentative vocational decisions. Slightly more than half (55%) expect to go to a graduate school or professional school. When asked to choose among various occupational futures, 32 percent of those sampled preferred a professional career, 20 percent preferred an academic career, and 14 percent preferred a business career. Over half of those sampled (54%) were dissatisfied with assistance in educational and vocational planning provided by the University.

Financial concerns - Less than half of those students responding (42%) were dependent on their parents as the main source of financial support. The rest relied on jobs, scholarships, loans, savings and other sources of support. Thirty-seven percent of the students expected to be employed during the school year, usually on a part-time basis. As noted above, 16% of the respondents identified finances as their greatest problem at the University.

Student-faculty interactions - Most students sampled (56%) had no close relationships with faculty. Sixty percent of the students reported that fewer than half of their teachers knew them by name and 64 percent felt that less than half of the faculty were genuinely interested in students. However, only

17% of the students were dissatisfied with the opportunities available to meet with professors about coursework.

College Student Questionnaire: Selected Local Items

Of the local items specifically designed by the investigators for the present study, four are of particular interest. These items attempt to measure (1) perceived knowledge of University services, (2) perceived accessibility of University services, (3) degree of overall stress, and (4) degree of stress attributed to the changeover to the semester system. Responses to these items are presented in Tables 7 and 8. Twenty-six percent of the students sampled do not feel that they have a good knowledge of University services and 20 percent do not find it easy to locate and use University services. While the majority of students sampled (57%) reported little or no stress, a sizeable percentage (43%) reported moderate to extreme overall stress.

Differences between the sexes, the University classes and the colleges were explored using analysis of variance procedures and Scheffé's method of multiple comparisons. No significant differences were found between sexes or among the nine colleges on any of the four items. Significant differences between the classes were found on two items (see Table 9). On the item measuring perceived knowledge of University services, seniors scored significantly higher than freshmen or sophomores, and juniors also scored significantly higher than freshmen. On the item measuring stress attributed to the change to the semester system, graduate students and seniors scored significantly lower than the other classes.

To investigate the interrelationships among stress, knowledge of services and ability to locate and use services, correlation coefficients were computed for each pairing of the four items. The results are shown in Table 10. A substantial positive correlation was found between "knowledge of services," that is, whether students thought they had a good knowledge of University services, and "accessibility of services," that is, whether students reported

TABLE 7

CSQ Local Items: Knowledge and Accessibility of Services

Item	Response Alternatives							
	(1) Strongly Disagree N %	(2) Disagree Somewhat N %	(3) Neutral N %	(4) Agree Somewhat N %	(5) Strongly Agree N %	N	$\bar{x}$	σ
Good knowledge of services	59 (7%)	167 (19%)	115 (13%)	349 (39%)	120 (14%)	810	3.4	1.2
Easy Access-ability of services	52 (6%)	127 (14%)	145 (16%)	350 (40%)	147 (17%)	821	3.5	1.1

TABLE 8

CSQ Local Items: Stress Experienced by Students

Item	Response Alternatives							
	(1) No Stress N %	(2) A Little Stress N %	(3) Moderate Stress N %	(4) Consider-able Stress N %	(5) Extreme Stress N %	N	$\bar{x}$	σ
Overall stress	41 (5%)	424 (48%)	281 (32%)	76 (9%)	22 (27%)	844	2.5	0.8
Stress and the Semester system	393 (44%)	221 (25%)	140 (16%)	54 (6%)	25 (3%)	833	1.9	1.1

TABLE 9

CSQ Local Items: Comparison Across Classes at CSU

Class	Knowledge of Services		Accessibility of Services		Overall Stress		Stress and the Semester System	
	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ
Freshman	3.0	1.2	3.4	1.1	2.6	0.9	2.1	1.0
Sophomore	3.3	1.1	3.5	1.1	2.6	0.9	2.2	1.1
Junior	3.6	1.2	3.6	1.1	2.5	0.8	2.3	1.1
Senior	3.6	1.1	3.6	1.2	2.5	0.8	1.5	1.0
Graduate	3.4	1.2	3.7	1.2	2.6	0.8	1.3	0.7
F	8.13***		1.73		1.02		30.03***	

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 10

Intercorrelations of CSQ Local Items

	Accessibility of Services	Overall Stress	Stress and the Semester System
Knowledge of services	.52***	-.11**	-.09*
Accessibility of services		-.17***	-.16***
Overall stress			.27***

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

that they found services easy to locate and use. A moderate positive correlation was found between overall stress and stress attributed to the semester system. Negative correlations of small magnitude were found between the two items on stress and the items on knowledge and accessibility of services.

Environmental Satisfaction Questionnaire, Part I: Item Scores

Part I of the ESQ consists of eleven items, referring to possible areas of stress in student life at CSU. Alternative responses for each item for a five-point scale: (1) strongly disagree; (2) mildly disagree; (3) agree/disagree equally; (4) mildly agree; and (5) strongly agree. All items are worded so that endorsement of the item indicates satisfaction or lack of stress; therefore, higher scores represent higher degrees of satisfaction. Table 11 summarizes the responses of the students to the eleven ESQ items. Special attention is given to the number of students expressing dissatisfaction, since it is these students who are asked to provide environmental referents in Part II of the ESQ.

The ESQ item on finances elicited more indications of stress than any other ESQ item. Nearly one-half of the students sampled (47.7%) indicated that finances are a problem for them. More than one-third of the students sampled (35.5%) disagreed with the statement, "I feel valued as a person at CSU," and 31.7% disagreed with the statement, "My advisor is helpful to me." Approximately one-fourth of those sampled (24.4%) disagreed with the statement, "Faculty members have shown an interest in me."

Differences between the sexes, the University classes and the colleges in response to the ESQ items were explored using analysis of variance procedures and Scheffé's method of multiple comparisons. Means, standard deviations and F-ratios appear in Tables 12, 13, and 14.

Significant differences between responses of men and women were found on two ESQ items. Women were more likely (1) to agree that vocational help is available and (2) to agree that they would go to the Learning Lab for assistance.

TABLE 11

ESQ: Means, Standard Deviations and Item Response Frequencies

ESQ ITEMS	N	$\bar{x}$	σ	Strongly Disagree Absolute Frequency	%	Mildly Disagree Absolute Frequency	%	Disagree Total Percent
1. My major is preparing me for a job.....	400	4.0	1.1	19	4.7	26	6.5	11.2
2. Help in making a vocational choice is available to me at CSU.....	398	3.5	.96	12	3.0	41	10.2	13.2
3. I am satisfied with self-directed learning experiences at CSU.....	395	3.5	.98	10	2.5	51	12.7	15.2
4. Being a student at CSU provides me with opportunities to find out who I am....	397	3.5	1.1	20	5	48	12	17
5. Finances are not a significant problem to me...	400	2.8	1.4	98	24.5	93	23.2	47.7
6. I would consider going to the Counseling Center if I had a personal or vocational problem..	399	3.5	1.1	26	6.5	51	12.7	19.3
7. My advisor has been helpful to me.....	398	3.2	1.3	56	14	71	17.7	31.7
8. Freshmen do not feel isolated on this campus..	389	3.3	1.1	29	7.2	59	14.7	21.9
9. In my experience, faculty members have shown an interest in me..	398	3.3	1.1	26	6.5	71	17.7	24.2
10. I personally feel valued as a person at CSU.....	398	2.9	1.1	52	13	90	22.5	35.5
11. I would go to the Learning Lab if I needed tutoring.....	398	3.5	1.1	18	4.5	60	15	19.5

There were significant overall differences among the classes on seven ESQ items. Using Scheffé's method of multiple comparisons, specific differences were found on five of the items. (1) Graduate students and seniors were less likely than were freshmen to agree that there are sufficient opportunities for self-exploration at CSU. (2) Freshmen were less likely than graduate students to agree that advisors are helpful or that faculty show an interest in them. (3) Juniors were less likely than were freshmen to agree that they would seek Learning Lab assistance. (4) Graduate students, seniors and juniors were more likely than were freshmen to indicate a belief that freshmen are isolated at CSU.

Significant differences among the colleges were found on five ESQ items. (1) Students from the college of Humanities and Social Sciences were less likely to agree that their majors are preparing them for jobs than were students in the Colleges of Business, Home Economics, Agriculture, Engineering or Professional Studies. (2) Students from the College of Business were more likely to agree that finances are not a problem for them than were students in the other colleges. (3) Students from the College of Agriculture were more likely to agree that their advisors are helpful than were students in the other colleges. (4) Students from the College of Professional Studies were more likely to agree that faculty show an interest in them and that they feel valued at CSU than were students in the other colleges.

The investigators expected that specific stress indicated by response to ESQ items would be related to knowledge of University services, ability to locate and use services, and overall reported stress. To explore this possibility, correlation coefficients were calculated between ESQ items and three previously discussed CSQ local items. Results are shown in Table 15. Correlations, while small, are in the expected direction and are statistically significant in most cases.

TABLE 12

ESQ Items: Comparison Between Sexes

	Preparation for job		Vocational help		Self-Directed learning		Self-exploration		Finances		Counseling Center		Advisor		Freshman isolation		Faculty interest		Valued by CSU		Learning Lab	
	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ
Men	4.1	1.0	3.4	0.9	3.5	1.0	3.5	1.1	2.8	1.4	3.4	1.1	3.3	1.4	3.3	1.0	3.4	1.1	3.0	1.2	3.3	1.1
Women	3.9	1.2	3.6	1.0	3.5	1.0	3.6	1.1	2.7	1.4	3.6	1.1	3.2	1.3	3.2	1.2	3.3	1.1	2.9	1.1	3.6	1.1
F	0.95		4.25*		0.01		1.00		1.18		3.00		0.06		2.33		1.18		0.63		4.62*	

* $p \leq .05$

TABLE 13

ESQ Items: Comparison Across Classes

Class	Preparation for job		Vocational help		Self-Directed learning		Self-exploration		Finances		Counseling Center		Advisor		Freshman isolation		Faculty interest		Valued by CSU		Learning Lab	
	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ
Freshman	3.8	1.1	3.4	1.0	3.6	1.0	3.8	1.0	2.6	1.4	3.4	1.1	3.0	1.3	3.7	1.2	3.0	1.1	2.7	1.1	3.7	1.0
Sophomore	4.1	1.0	3.5	0.9	3.5	0.9	3.6	1.1	3.0	1.5	3.3	1.2	3.1	1.4	3.5	1.0	3.3	1.0	3.1	1.1	3.4	1.2
Junior	4.1	1.0	3.6	0.9	3.5	1.0	3.4	1.0	2.6	1.5	3.4	1.1	3.3	1.4	3.0	1.1	3.4	1.1	3.0	1.1	3.2	1.0
Senior	3.8	1.2	3.4	1.1	3.3	1.0	3.3	1.0	2.8	1.3	3.6	1.2	3.4	1.3	2.9	0.9	3.5	1.2	2.9	1.1	3.4	1.1
Graduate	4.5	1.0	3.8	0.9	3.7	1.2	3.1	1.2	2.9	1.3	3.8	1.0	3.8	1.3	2.8	0.7	3.8	1.0	3.3	1.2	3.3	1.1
F	3.08*		1.38		2.10		4.77***		1.05		1.62		3.60**		11.30***		4.12**		2.98*		2.93*	

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 14

ESQ Items: Comparison Across Colleges

College	Preparation for job		Vocational help		Self-Directed learning		Self-exploration		Finances		Counseling Center		Advisor		Freshman isolation		Faculty interest		Valued at CSU		Learning Lab	
	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ
Agriculture	4.5	0.6	3.5	1.1	3.5	0.9	3.6	1.3	2.6	1.1	3.6	1.2	3.8	1.5	3.2	1.2	3.0	1.1	2.9	1.2	3.6	1.0
Business	4.3	0.8	3.2	1.0	3.4	1.1	3.5	1.2	3.3	1.5	3.1	1.2	3.0	1.4	3.6	1.2	2.8	1.2	2.5	1.2	3.3	1.2
Engineering	4.5	0.7	3.6	0.8	3.5	1.0	3.2	1.0	3.2	1.4	3.3	1.0	3.5	1.2	3.4	0.9	3.7	0.9	3.1	1.1	2.9	1.0
Forestry and Nat. Resources	4.1	1.1	3.4	0.9	3.5	0.9	3.3	1.0	2.4	1.4	3.1	1.2	2.9	1.5	3.5	1.1	3.2	1.1	2.8	1.2	3.4	1.1
Home Economics	4.3	1.0	3.8	0.9	3.7	1.0	3.7	1.1	2.9	1.3	3.7	0.9	3.7	1.1	3.3	1.2	3.4	1.1	3.0	1.2	3.6	0.9
Nat. Science	3.8	1.1	3.4	1.1	3.5	1.0	3.5	1.0	2.8	1.3	3.7	1.2	3.3	1.2	3.3	1.1	3.5	1.1	3.1	1.2	3.5	1.3
Humanities and Social Science	3.4	1.2	3.5	0.9	3.3	1.0	3.6	1.1	2.4	1.4	3.6	1.1	2.9	1.3	3.0	1.1	3.3	1.2	2.9	1.1	3.6	1.1
Professional Studies	4.5	0.9	3.7	0.9	3.7	1.2	3.6	1.0	2.9	1.6	3.5	1.2	3.6	1.2	3.2	1.0	3.8	0.9	3.6	0.9	3.4	1.0
Veterinary Medicine	4.1	1.3	3.5	[illegible]	3.7	0.9	3.5	1.2	2.9	1.2	3.4	1.1	3.1	1.4	3.1	1.2	3.4	1.1	2.9	1.0	3.4	1.0
F	6.49***		1.17		0.90		0.62		2.68**		1.64		3.02**		1.19		2.62**		2.19*		1.54	

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 15

CSQ Items: Correlation with three CSQ local items

	Overall Stress	Knowledge of Services	Accessibility of Services
Preparation for job	-.15 **	.09	.12 *
Vocational help	-.13 **	.24 ***	.25 ***
Self-directed learning	-.24 ***	.04	.16 ***
Self-exploration	-.15 **	.16 **	.16 **
Finances	-.14 **	-.04	.05
Counseling Center	.08	.16 **	.14 **
Advisor	-.19 ***	.22 ***	.30 ***
Freshman isolation	.00	.02	.05
Faculty interest	-.20 ***	.14 **	.25 ***
Valued at Colorado State University	-.29 ***	.25 ***	.36 ***
Learning Lab	-.11 *	.20 ***	.11 *

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

Environmental Satisfaction Questionnaire, Part II: Environmental Referents.

The students were requested to provide environmental referents for each ESQ item which they had marked "strongly disagree" or "mildly disagree." Three questions were asked: (1) What things in the environment exist or have happened to make you feel this way? (2) How have you responded to this feeling or situation? (3) What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation? The responses given to these questions were grouped into categories by inspection. The categories and the number of responses fitting into each are presented in Tables 16 through 26.

DISCUSSION

Summary of findings

Student Satisfaction and Stress - The present study found Colorado State University students to be similar to other college students on a number of measures of attitude, functioning and satisfaction. The CSQ subscale scores resemble the scores obtained from the 1966-67 norm group by ETS, indicating that students are generally satisfied with many aspects of the University environment. However, there are also indications of stress: forty-three perecnt of the sample report feeling moderate to extreme overall stress at CSU. It is this stress which must be investigated in order to identify mismatches between the needs and goals of the students and the resources and expectations of the University. Examining the results of this study, three major areas of incongruency emerge: financial support, educational-vocational planning, and personal growth and development.

Financial Support - Financial support is a significant area of concern for today's student at CSU. About half of those sampled feel finances are a problem; in fact, sixteen percent say that finances are the greatest problem they face at the University. In response to the request for an environmental

TABLE 16

Environmental Referent: #1 - My major is preparing me for a job

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Courses vague or not relevant, curriculum too general, no practical application of knowledge (14) Few jobs available in the major (8) Student is in general studies or doesn't have a major (4) Constant remarks by professors or others that jobs are unavailable (3) Conditions outside the university--the energy crisis, the economy (3) Major overcrowded (2) Other (12)	Take required classes, get good grades, graduate and hope (9) Taking classes because they are interesting, not really caring about jobs (8) Going to graduate school (5) On their own have sought practical training (5) Responding with anxiety or depression (4) Becoming bored (3) Considering changing major (2) Didn't respond to this section (2) Other (10)	Problem is outside university, so it can't do anything about it (9) Give more guidance on job possibilities, more help in placement (8) Let course requirements be more flexible, allow student to specialize, drop unnecessary courses (6) Have more practical and field classes (4) More emphasis in courses on what needs to be known for a job (4) Didn't respond to this section (4) Get qualified faculty interested in helping (3) Smaller classes (2) Other (8)

TABLE 17

Environmental Referent: #2 - Help in making a vocational choice is available to me at CSU

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Bad or misleading advice, no interest or concern shown on the part of advisors (17) Didn't know where to go for help or haven't looked for it yet (15) Made decision on own with no help from CSU (6) Have gone to Career Services or Counseling Center and gotten no help (5) No one knows what jobs are available (4) Other (8)	Made decision on their own with no help (16) Sought help from others, friends or outside university (9) Just floated along, took required courses, didn't worry about it (7) Responded with negative feelings - frustration, anger, anxiety (5) Taken what classes wanted to, dabbled in a wide variety to get experience (4) Tried to work with advisors, make them more concerned (3) Changed majors (2) Other (7)	Better advisors, get some from business world, not just teachers; give the advisors more information on jobs; get advisors that are more concerned with individuals rather than course requirements (20) Don't require freshmen to declare a major (8) Advertise where to get help (8) Improve Counseling Center, Preview, or Career Center, make them more open, available or personal (6) Have seminars and classes on job opportunities (4) Have more practical and field classes (4) Other (10)

TABLE 18

Environmental Referent: #3 - I am satisfied with self-directed learning experiences at CSU

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling of situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Classes too large, professors don't encourage going beyond the class, few self-directed courses (29) Lack of self-motivation or initiative (6) Major has not prepared or expanded student (5) Lack of direction on what should be accomplished (4) Not enough time after doing course work for self-directed learning (3) Too many core requirements (2) Too much stress on grades (2) Other (11)	Have tried or created outside learning experiences on own (22) No reaction, just take classes and learn what's required (19) Didn't respond to this section (7) Lose interest, become bored (3) Forced self to keep up with class or talk with professor (when taking a self-directed course) (3) Resented situation (2) Other (6)	Restructure classes to allow more individual learning, less emphasis on grades (14) Smaller classes (9) Give more direction and encouragement in self-directed learning (6) Provide more outside of class activities (5) Better communication between students and professors (3) Get teachers that are more interested in self-directed learning (3) Fewer research-oriented professors (2) Don't know any solution (3) Didn't respond to this section (2) Other (7)

TABLE 19

Environmental Referent: #4 - Being a student at CSU provides me with opportunities to find out who I am

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Treated as a number, CSU too large and impersonal (14)	Ignored situation, withdrew into self (18)	More activities, more friendly places to go (10)
Already knew identity or received opportunities outside of CSU (11)	Withdrew from school or sought outside activities (10)	Didn't respond to this section (8)
Pressure to conform, get good grades (10)	Got involved with activities at CSU, made more personal contacts (7)	Nothing can be done to change the environment (7)
Not enough time after studies and work (5)	Responded with feelings of depression, anxiety, self-inadequacy (7)	Professors should show more concern and interest (7)
CSU confused the student (4)	Didn't respond to this section (7)	More flexibility in requirements, so can take electives outside of major (6)
Professors don't care about students (3)	Other (14)	Have smaller classes (6)
CSU an artificial environment (3)		Slow classes down; switching to semesters will help (4)
Can't take interesting courses outside of major (2)		More job experience, more practical classes (4)
Other (11)		Have more emphasis on individuals (3)
		Other (8)

TABLE 20

Environmental Referent: #5 - Finances are not a significant problem for me

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Family problems--parents can't support or student self-supporting, married and supporting family (51) High cost of living, tuition, books (43) High cost of dorm--unfair to make freshmen live there (3) Problems with financial aid--can't get it, didn't get enough or fear losing it (27) Out-of-state tuition too high, can't get in-state residency (20) Not enough money to feel financially secure (18) Can't find a job, can't work and attend school at the same time, or can't earn enough money (12) Assistantships don't pay enough (4) Other (9)	Looking for a job, working, or changed to higher paying job (49) Budgeted money, spending less on luxuries (46) Have applied for and/or received financial aid (39) Student feels there is nothing he can do (10) Got more money from parents (6) Considered or have dropped out for awhile to earn money (5) Took out loans (4) Gone on food stamps (4) Other (14)	Increase amount of financial aid (43) Change financial aid structure and rules of eligibility (32) Lower cost of tuition or books (32) Change residence requirements (21) Nothing can be done (21) Get a job or make more jobs available (15) Did not respond to this section (10) Lower the cost of dorms or have meal plans (6) Change economic structure of country (3) Graduate and get a job (2) Other (16)

TABLE 21

Environmental Referent: #6 - I would consider going to the Counseling Center if I had a personal or vocational problem

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Not aware of services offered (22) Solve problems on own (20) Go to friends, family, professors, or elsewhere for help (11) Previous bad experience with counseling--in high school or elsewhere (8) Not convinced professional advisors could help, would not go to strangers with personal problems (8) Other (7)	Solve own problems, or have not felt any need to use services (29) Go to other sources (20) Did not respond to this section (15) Do not feel Counseling Center would help (4) Other (9)	Publicize Counseling Center more (25) Nothing can or needs to be done (16) Did not respond to this section (12) Get the staff more interested in students, have a larger staff (9) Don't have any idea of what can be done (3) Other (3)

TABLE 22

Environmental Referent: #7 - My advisor has been helpful to me

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Lack of personal concern on the part of the advisor (32) Advisor never in, hard to see, has no time for students (23) Advisor has not given any help or advice (20) Advisor not prepared for appointments, does not know answers to questions (14) Advisor just signs registration (13) Advisor has given erroneous advice on course selection or has forced student into classes he/she didn't want (9) Student has not received any vocational advice, confused about major and job availability (4) Student does not need advising (2) Other (5)	Worked out problems on own--see advisor only for signature or not at all (48) Went somewhere else for advice (35) Changed major or advisor (9) Responded with negative feelings of frustration, anger (6) Tried to set up better relationship, asked more questions of advisor (5) Student has had no reaction (5) Do not trust his advice (3) Did not respond to this section (2) Other (8)	Better selection of advisors, force advisors to be more concerned about students (40) Have fewer students per advisor, give each advisee more time, make it easier to see advisor (17) Train advisors about counseling, give them more information (16) Have professional advisors who are not teachers (13) Let student choose own advisor (13) Did not respond to this section (6) Other (15)

TABLE 23

Environmental Referent: #8 - Freshmen do not feel isolated on this campus

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Don't like dorm life, dorms isolate freshmen (17)	No reaction, just adapted to situation, waited for freshmen year to be over (26)	Nothing needs to be done or don't know what (12)
Classes/University too large (9)	Made a few friends (12)	Have more campus-wide activities to involve freshmen--more advertising (11)
New situation isolates and confuses freshmen (9)	Have tried to be friends with freshmen or help them out (9)	Have smaller classes (10)
No personal concern shown by anyone (8)	Got involved with things outside of dorm (7)	Improve dorm life--smaller dorms, more activities, better selection of student assistants to find those that care (9)
Freshmen don't know what's going on (7)	Reacted with feelings of anger, depression (6)	Provide more orientation, more information on what to expect (9)
Upperclassmen or professors look down on freshmen (6)	Did not respond to this section (5)	Didn't respond to this section (6)
Freshmen are not involved by University (5)	Have talked with upperclassmen, student assistants, or professors (3)	Set up Big Brother or Sister counseling system (5)
Personally felt isolated as freshmen (4)	Moved off campus or to upperclass dorm (3)	Don't require freshmen to live in dorms (4)
Have been approached by freshment with this problem (2)	Dropped out of school (3)	Ease freshmen into college life--don't force right out of high school, don't have hard flunk-out freshmen courses (4)
Not the fault of the University (3)	Other (5)	Other (9)
Other (10)		

TABLE 24

Environmental Referent: #9 - In my experience, faculty members have shown an interest in me

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Classes too large (38) Faculty members just don't care about students or are too egotistical (24) Only 1 or 2 or no teachers know student's name (8) Teachers only notice those doing well, or those asking a lot of questions (6) Teachers only lecture and hand out grades (4) Teachers have no outside time to help (2) Other (11)	No response to situation (40) Reacted with feelings of anger, frustration, depression (16) Gone to others for help or done it on own; ignored professors (14) Tried to get in to see professors more, interact more in class (10) Pick professors carefully when registering for classes (2) Feels situation has hurt learning (2) Did not respond to this section (1) Other (8)	Have smaller classes (39) Teach professors how to teach so they are more interested and caring (14) Fire bad professors, hire caring ones (11) Less emphasis on research and committees so teachers have more time for students; require faculty to spend more time with students; have more office hours (8) Did not respond to this section (7) More published student evaluation of faculty (3) Have more teaching assistants (2) Other (9)

TABLE 25

Environmental Referent: #10 - I personally feel valued as a person at CSU

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
University/classes/dorms too large, student is a number, not a name (71) General feeling of no one cares except maybe a few friends, little personal contact (19) Lack of concern for the student on the part of professors (9) Feels university is a business--only interested in student's tuition (7) Bureaucracy--often listing specific problems the student has encountered with administration or faculty (5) Student's own problem, has not gotten involved or done anything to earn respect (5) Lack of student input on administrative decisions (4) Not enough blacks on campus (2) Other or didn't understand question (16)	Ignored problem, did nothing (53) Reacted with negative feelings--humiliation, depression, anger (15) Done something positive--usually worked on improving self-image (14) Found a few good friends--faculty and students (14) Get involved in activities (13) Get off campus as much as possible (2) Transferring to another school (2) Other or did not respond to this section (24)	Nothing can be done because of size of university, or don't know what can be done (29) Limit enrollment, cut size of classes or have more discussion groups (28) Did not respond to this section (15) Have more emphasis on teaching rather than research, more chances to interact with professors (14) More student involvement, more activities and clubs (12) Need to improve attitudes on the part of administrators (9) Other: Specific solutions to individual problems (13) Vague - attitude changes (16)

TABLE 26

Environmental Referent: #11 - I would go to the Learning Lab if I needed tutoring

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Have not heard much about it (18) Prefer to work out study problems on own (17) Get tutoring help elsewhere--dorms, friends, professors (11) Have tried tutoring services and dissatisfied (9) Level of courses beyond lab's help (5) Learning problems do not stem from lack of understanding, therefore tutoring would not help (2) Other (8)	Have sought out help elsewhere and worked out own problems (27) Did not respond to this section (15) Have not considered going or doing anything about situation (14) Have never returned to lab (4) Feel lab is ineffective (4) Other (6)	Publicize lab more (22) Did not respond to this section (19) Student has nothing to suggest in the way of improvement (8) Upgrade quality of instruction, get better tutors (5) Other (16)

referent, students cite high costs, including out-of-state tuition, and limited resources--shortage of jobs, lack of financial aid, curtailed support from parents--as causes of stress in this area. While some of these students suggest that more aid be made available and that costs be lowered, other responses indicate a belief that the University is powerless to affect the situation.

Financial support is a very basic need of University students that is not being adequately met by the environment. In some cases, financial hardship results in withdrawal from the University. In less extreme cases, responses to financial stress, including emotional reactions of anxiety and depression, may detrimentally affect student functioning.

Educational-Vocational Planning - Another area of major concern for the CSU student is that of educational and vocational planning. The CSU student population is career oriented: eighty-eight percent have made at least a tentative vocational decision; fifty-five percent plan to go to graduate school or professional school; many plan to enter professional, academic or business careers. The needs of these students for assistance in planning their careers are not always met by the University. Fifty-four percent of the sample indicated dissatisfaction with educational-vocational planning assistance at CSU.

Specific information was gathered about student satisfaction with availability of vocational help, academic advising and job preparation. Thirteen percent of the sample feel that vocational help is not available at CSU. These students do not know where to look for help or have found existing resources to be inadequate. They suggest that services be improved and better advertised and that special programs such as seminars on job opportunities be provided. Some feel that freshmen should not be required to declare a major. Thirty-two percent of the sample feel that their academic advisors have not been helpful. They suggest that advisors should have more training, more practical knowledge, and greater interest in helping students. They also want advisors who are more

readily available and who can give students more personal attention. Eleven percent of the sample do not feel that their majors are preparing them for employment. These students are discouraged with job opportunities in their fields or with the lack of relevant coursework. They suggest that more field training and practical experience be made available and that more assistance be given in job placement.

Educational-vocational planning is an area of prime importance to the career-oriented student body at CSU. Students are realistically concerned with their prospects for employment after graduation. A substantial number of students apparently feel that the University does not provide them with adequate assistance in making a vocational choice, planning a course of study or obtaining specific job preparation. While some students respond to this situation by actively seeking additional assistance, others react with anxiety or apathy. In some proportion of cases, the goal of the University to prepare students to assume career roles is not being realized.

Personal Growth and Development - The present study reveals a third area of concern to the CSU student--that of personal growth and development. Students at CSU are trying to develop self-identity through independent exploration and through interpersonal interaction. The environment does not always facilitate this process. Many students feel a lack of personal recognition within the atmosphere of a large university: nearly eighty percent of the students sampled feel that little or no interest is shown in them by CSU; thirty-five percent do not feel valued as a person at CSU; twenty-two percent feel that freshmen are isolated. In response to the request for an environmental referent, many of these students report being treated like a number by the University bureaucracy.

It appears that some students feel lost in the midst of the complex University environment: they don't know about University services and don't know how to find them. Twenty-six percent of the students sampled do not think they

have a good knowledge of University services. Students in the first years of college were more likely to respond in this fashion than were upperclass students. Twenty percent of the sample report that University services are not easy to locate and use. In response to specific items, some students report that they are unaware of University services such as vocational assistance, learning lab programs and counseling center activities. Lack of knowledge of University services may be an important factor contributing to the perceived impersonality of the University. In the present study, moderate positive correlations were found between knowledge and accessibility of services and feeling valued as a person at CSU.

Along with a general perception that the University does not demonstrate personal interest in students, students express particular concern about a lack of significant interactions with faculty. More than half of the students report that they have no close relationships with faculty and that most of their instructors do not know them by name. Sixty-four percent of the students sampled feel that less than half of their instructors are genuinely interested in students. About one quarter of the sample do not feel that faculty have shown an interest in them. In addition, some students feel that the faculty do not provide sufficient encouragement of self-exploration and individualized learning. In response to the request for an environmental referent, students attribute lack of significant student-faculty interactions to large classes, heavy faculty commitment to research and other activities, as well as to lack of motivation on the part of professors.

The results of this study lead to the conclusion that some students at CSU have unmet needs in the area of development of personal identity. A student can apparently get lost within the University environment. Unaware of University helping services and having minimal contact with faculty, such students perceive the University as uncaring and impersonal. Some students adjust to the

large university by actively creating their own place within it. Others who are not as successful may experience isolation and emotional stress resulting in various maladaptive coping behaviors such as alcoholism, chronic illnesses and so forth. Ability to function socially and academically within the university may be impaired. If it is to meet its goals, the university needs to be responsive to student needs for personal growth and development, as well as to vocational and academic concerns.

Comparison with Previous findings - The present study is the first assessment of the CSU environment using a large representative sample. In contrast to the results of an earlier study (Huebner, et al., 1974), CSU students were found to be generally satisfied with many aspects of the University. However, the present study does support the contention of earlier reports that there are some areas in which student needs are not consistently met. In particular, student concern with personal growth and self-discovery was noted by earlier investigators (WICHE, 1973b; Huebner, et al., 1974). The earlier studies mentioned student desires and needs for personalized instruction, practical learning experiences, additional career counseling and improved knowledge of University helping services (WICHE, 1973b; Bohren, 1973; McGrath, 1973). The present study provides further confirmation of these needs.

Identification of Mismatches between University and Students - The present study has identified mismatches between student goals and needs and University resources and expectations in three major areas. (1) Student financial needs are not adequately met by the resources of the University. (2) Student goals with regard to vocational preparation are consistent with major University goals. However, student needs for assistance in vocational planning and preparation are not always met by the University. (3) At least a portion of the students have needs in the area of personal development and interpersonal growth that are not met by the University environment. The University needs to attend to these

three areas of incongruency if its goals of preparing students to lead productive and fulfilling lives are to be met.

Recommendations

The following recommendations do not exhaust all of the possibilities suggested by the data presented in this report. Rather, they are responses to the more critical areas that have been identified by the present study.

1. The instruments used in this study, the CSQ and the ESQ, have generated a wealth of information concerning students at Colorado State University. In particular, the ESQ investigated eleven possible areas of stress, eliciting information about precipitating events, coping responses and recommendations for change from those students experiencing the most stress. The data are presented in environmental referent Tables 15 to 26. College Deans, Department Heads, and general administrators could use this information as they make decisions that will affect students in their areas. It is recommended that those individuals who can use this information do so.

2. The present study provides the opportunity to study in depth the various subgroups within the University. Functioning and satisfaction of students within each separate college and class can be assessed. Further analysis of the data available can provide even more information.[1] For instance, it is possible to take a particular college and discover the characteristics (classes, majors, gender, ethnic affiliation, etc.) of students experiencing stress in a particular area. Such analyses would allow exact specification of the target population of a campus intervention or program. Program effectiveness and efficiency could then be greatly improved by tailoring services to the particular individuals who would most benefit. For example, it is interesting to note that students

[1]Access to the raw data gathered in this investigation can be obtained by contacting John G. Corazzini, University Counseling Center, Colorado State University.

in the College of Agriculture are very satisfied with their advising system; on the other hand, freshmen and sophomores in the College of Humanities and Social Sciences are generally dissatisfied with their advising system. With such specific information, University services can be adjusted to better meet the needs of each individual.

3. Once the matches and mismatches of student needs and University resources within various subgroups are identified, representatives of the several colleges might profit from meeting together to discuss these findings. We recommend that a forum be established consisting of representatives from each College. Within this forum, colleges having difficulties with certain areas could query others who have shown success in those areas. This could allow for greater sharing and cooperation between the colleges, resulting in greater cohesion throughout the university and greater effectiveness in attainment of university and student goals.

4. A large number of CSU students (approximately 20%) do not know what services are available to them or cannot find access to those services. If a student in need cannot use an existing service, then the service cannot fulfill its function. Services already exist on campus in some of the areas identified by students as particularly stressful, as for instance in the area of vocational choice and job placement. It is imperative to increase student knowledge of these services and to facilitate their obtaining access to them. Some students have suggested that services be better advertised. We recommend that service agencies become actively engaged in seeking out those students who most need their help. In addition, the authors suggest that students be taught mapping skills, that is, how to find what they need in the University environment. This might be done during Preview CSU or other orientation programs. We further suggest that the University make better use of maps, signs and other geographic indicators to help students locate appropriate resources to meet their needs.

5. One of the more crucial and stressful areas singled out by the study is that of finances. Students feel financial stress during the current recession, as do many other groups in our society. In some cases, financial hardship can impede the educational process. One intervention would be to offer a survival budgeting course for students, in which they could share their experience and ideas. It is also suggested that the administrators involve the students in the problem solving processes that apply to financial matters. Such participation might leave students feeling less frustrated and powerless than they do now, especially if they were allowed to be directly involved in decisions that affect their lives.

6. Advising seems to be second to finances as an important area of stress for students at CSU. It is suggested that the colleges compare advising programs and take advantage of those systems which seem to be generating the highest satisfaction. In addition, recommendations from the students for changes in the advising system, presented in Table 1, should be considered.

7. Personal growth and identity has been a consistent area of concern for students who have responded to the different studies done at Colorado State University. Some students are dissatisfied with what they see as the impersonal nature of the University environment and their inability to make personal contact with professors and administrators. It is suggested that faculty be explicitly rewarded in some fashion for working closely with students, and that students be encouraged to assume greater responsibility for seeking out the interactions they desire.

Learning about the students and the educational environment at Colorado State University is a very tedious, lengthy and difficult process. The implications and possibilities of such study, however, are monumental. The present study has generated a complex picture of Colorado State University students and their interactions with the environment. Some of the matches and mismatches

between student needs and goals and the resources of the environment have been emphasized. As the mismatches are identified, areas for program development or environmental change become apparent.

The final recommendation by the authors of this report is that an ongoing process be developed to allow the University community to continue to identify and respond to the matches and mismatches between students and environment. We suggest the creation of an "Environmental Assessment Design Center" to implement this process. The goal of such a Center would be intentional environmental design. If such design were successful, environmental casualties would decrease and the University would become more effective in the attainment of its goals.

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APPENDIX A

College Student Questionnaire: Local Items

NOTE: The responses to the following questions (A-J) are to be coded in the upper left hand corner of Page 1 on your answer sheet.

A. Which of the following reflects your current class standing:

1. Freshman
2. Sophomore
3. Junior (including Veterinary Medicine, Professional level 1)
4. Senior (including Veterinary Medicine, Professional level 2)
   5th Yr. Bachelors Candidate
   2nd Yr. Bachelors Candidate
   Post-Bachelors taking Undergraduate courses

Post-Bachelor students enrolled in graduate programs, or doing non-degree graduate work and students classified as Veterinary Medicine Professional level 3 or 4, leave this item blank.

B, C, & D.

The following list of majors is arranged by college. Find your major and grid the 3-digit code in the columns marked B, C and D.

College of Agricultural Sciences

111 Agronomy

121 Animal Sciences (Graduate Only)
122 Animal Sciences (Undergraduate Only)
123 Avian Science

131 Agricultural Sciences Undecided Freshmen
132 Agricultural Business
133 Agricultural Economics
134 Agricultural Journalism
135 Food Technology
136 Farm and Ranch Management
137 General Agriculture
138 Agricultural Industries Management
139 Vocational Agriculture
140 Bio-Agricultural Science
141 Agricultural Sciences Special

151 Horticulture
153 Landscape Horticulture

College of Business

211 Accounting

221 Finance

231 Marketing

241 Industrial Relations
242 Management
243 Production & Operations Management

251 Management Science
252 Information Systems

261 Two-year Secretarial Program
262 Administrative Office Management
263 Business Teacher Education

271 Business Undecided Freshmen
272 Business (Graduate Only)
273 General Business (Undergraduate Only)
274 Business Special

College of Engineering

311 Agricultural Engineering

321 Atmospheric Science (Graduate Only)

331 Civil Engineering

341 Electrical Engineering

351 Engineering Undecided Freshmen
352 Engineering Special
353 Engineering Science

361 Mechanical Engineering

College of Forestry and Natural Resources

411 Geology
412 Watershed Sciences
413 Earth Resources (Graduate Only)

421 Forest and Wood Sciences (Graduate Only)
422 Forest Biology
423 Wood Science and Technology
424 Forest Management Science

431 Fishery and Wildlife Biology (Graduate Only)
432 Fishery Biology
433 Wildlife Biology

441 Natural Resources
442 Forestry and Natural Resources Special

451 Recreation Resources (Graduate Only)
452 Outdoor Recreation

461 Range Science (Graduate Only)
462 Range-Forest Management
463 Range Ecology

College of Home Economics

511 Child Development & Family Relationships

521 Food Science and Nutrition

531 Consumer Sciences and Housing (Graduate Only)
532 Consumer Sciences (Undergraduate Only)
533 Housing and Design

541 Home Economics Undecided Freshmen
542 General Home Economics
543 Home Economics Special
544 Vocational Home Economics Education

551 Prof Curriculum in Occupational Therapy
552 Preoccupational Therapy Course of Study
553 Occupational Therapy (Graduate Only)

561 Textiles and Clothing

College of Natural Sciences

611 Botany and Plant Pathology (Graduate Only)
612 Botany
613 Plant Pathology

621 Biochemistry (Graduate Only)

631 Chemistry

641 Computer Science
642 Mathematics

651 Natural Sciences General Studies
652 Natural Sciences Special
653 Biological Science
654 Physical Science

661 Physics

671 Psychology

681 Statistics

691 Zoology and Entomology (Graduate Only)
692 Zoology (Undergraduate Only)
693 Entomology (Undergraduate Only)

College of Humanities and Social Sciences

711 English

712 Technical Journalism

721 Economics

731 Foreign Languages (Graduate Only)
732 Modern Languages - French (Undergraduate Only)
733 Modern Languages - German (Undergraduate Only)
734 Modern Languages - Spanish (Undergraduate Only)

741 History

751 Music
752 Music Education
753 Orchestral Instrument
754 Organ
755 Piano
756 String Instrument
757 Voice

758 Art

761 Philosophy

771 Political Science

772 Anthropology (Undergraduate Only)
773 Sociology (Undergraduate Only
774 Sociology & Anthropology (Graduate Only)
775 Social Work

781 Speech and Theatre Arts

791 Humanities and Social Science General Studies
792 Humanities
793 Social Science
794 Teacher Certification
795 Humanities and Social Sciences Special

College of Professional Studies

811 Education (Graduate Only)

821 Hearing and Speech Science

831 Industrial Arts (Undergraduate Only)
832 Industrial Sciences (Graduate Only)
833 Industrial Construction Management
834 Manufacturing

841 Physical Education (Graduate Only)
842 Health & Physical Education (Undergraduate Only)

851 Vocational Education (Graduate Only)
852 Distributive Education
853 Trade & Industrial Education
854 Vocational-Technical Education

College of Veterinary Medicine & Biomedical Sciences

911 Anatomy (Graduate Only)

921 Clinical Sciences (Graduate Only)

931 Environmental Health
932 Microbiology
933 Medical Technology and Microbiology

941 Pathology (Graduate Only)

951 Physiology and Biophysics (Graduate Only)

961 Radiology and Radiation Biology (Graduate Only)

971 Pre Veterinary Medicine
972 Veterinary Medicine (DVM)
973 Veterinary Medicine & Biomedical Science Special
974 Veterinary Science

E. Would you classify yourself as belonging to a racial or ethnic minority group? (American Indian, Black, Chicano, Oriental, etc.)

1. Yes
2. No

F. What is your current residency status as defined by Colorado State University for tuition purposes?

1. Colorado Resident
2. Non-resident

G. Rate the degree of overall stress you currently feel as a student at CSU:

1. No stress: I am energetic, confident and enjoying my activities at CSU.
2. A little Stress: I am usually energetic, confident and happy, but occasionally I feel mildly tired, ill, or anxious and somewhat pressured.
3. Moderate amount of stress: I sometimes feel uncomfortably tired, ill, or anxious; and there are occasions when I experience a fair amount of pressure which is somewhat difficult to handle.
4. Considerable amount of stress: I fairly often feel quite tired, ill, or anxious, and experience a considerable amount of pressure which is at times difficult to handle.
5. Extreme amount of stress: I am frequently tired, ill, or anxious and experience a great deal of pressure that is difficult for me to cope with.

H. The process of changing from the quarter system to the semester system at CSU is causing me:

1. No stress
2. A little stress
3. Moderate amount of stress
4. Considerable amount of stress
5. Extreme amount of stress

I. I feel as though I have a good knowledge of the services, facilities, buildings and other offerings of the University and campus.

1. Strongly disagree
2. Disagree somewhat
3. Neutral
4. Agree somewhat
5. Strongly agree

J. I find it fairly easy to find and get the help I need or to locate and make use of service or facility I want on this campus.

1. Strongly disagree
2. Disagree somewhat
3. Neutral
4. Agree somewhat
5. Strongly agree

APPENDIX B

Environmental Satisfaction Questionnaire

STUDENT I.D. ☐☐☐-☐☐-☐☐☐☐

(Please repeat I.D. on Page 4)

ENVIRONMENTAL SATISFACTION QUESTIONNAIRE

In recent years, there has been growing interest in student perceptions of their environment. This questionnaire is designed to gather information from you about your environment. It is hoped that environmental changes will follow. It is important then to have your feedback about how you experience the CSU environment.

NOTE: THERE ARE NO RIGHT OR WRONG ANSWERS TO THIS QUESTIONNAIRE. WHAT IS IMPORTANT IS HOW YOU PERCEIVE YOUR ENVIRONMENT.

PART I

Instructions:

For each statement, circle the number which best describes your feelings or perceptions and then code that number in the box to the right.

If you Strongly Disagree with the item, circle the number 1. [1]

If you Mildly Disagree with the item, circle the number 2. [2]

If you feel the item is About Equally True as Untrue, circle number 3. [3]

If you Mildly Agree with the item, circle the number 4. [4]

If you Strongly Agree with the item, circle the number 5. [5]

Example:

Suppose that you very much agreed with the following statement and felt strongly about your satisfaction. You would then circle number 5 as shown and code 5 in the box to the right as shown.

Ex. I am satisfied with my living conditions (room, apartment, etc.). . . . . 1 2 3 4 (5) [5]

Please respond to each of the statements below following the instructions given on Page 1.

	Strongly Disagree	Mildly Disagree	Agree/ Disagree Equally	Mildly Agree	Strongly Agree
1. My major is preparing me for a job.....	1	2	3	4	5
2. Help in making a vocational choice is available to me at CSU.....	1	2	3	4	5
3. I am satisfied with self-directed learning experiences at CSU...	1	2	3	4	5
4. Being a student at CSU provides me with opportunities to find out who I am.....	1	2	3	4	5
5. Finances are not a significant problem for me.....	1	2	3	4	5
6. I would consider going to the Counseling Center if I had a personal or vocational problem.....	1	2	3	4	5
7. My advisor has been helpful to me.....	1	2	3	4	5
8. Freshmen do not feel isolated on this campus.....	1	2	3	4	5
9. In my experience, faculty members have shown an interest in me.....	1	2	3	4	5
10. I personally feel valued as a person at CSU.....	1	2	3	4	5
11. I would go to the Learning Lab if I needed tutoring.....	1	2	3	4	5

In Part II, the statements in Part I are repeated. Your responses are also recorded in the boxes to the right. You are now asked to give additional information about those questions to which you responded "Strongly Disagree" (1) or "Mildly Disagree" (2). You are to do this by answering each of the following three questions about that item:

1. What things in the University environment (physical, organizational, interpersonal, functional, etc.) exist or have happened to make you feel this way?
2. How have you responded to this situation or feeling?
3. What could be done in terms of a change in the environment (physical, organizational, functional, etc.) to improve the situation?

Remember, you are only to respond to those statements which have a 1 or a 2 in the box to the right.

EXAMPLE

Using the example in Part 1, suppose you had responded with "Strongly Disagree" (1) to the statement: "I am satisfied with my living conditions (room, apartment, etc.)." You would now answer the above three questions about why you "Strongly Disagree" with the statement that you are satisfied with your living conditions.

For example:

	What things in the environment exist or have happened to make you feel this way?	How have you responded to this situation or feeling?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?	
a. I am satisfied with my living conditions (room, apartment, etc.)	There is no decent place to study in my room, no privacy and too much noise (I live in XXX dorm).	I stay out of my room as much as possible--study at library.	Don't require freshmen to live in dorms--make more private rooms available--have quiet hours for sleeping and studying	1

STUDENT I.D. ☐☐☐-☐☐-☐☐☐☐

	What things in the environment exist or have happened to make you feel this way?	How have you responded to this situation or feeling?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?	
1. My major is preparing me for a job.....				☐
2. Help in making a vocational choice is available to me at CSU.....				☐
3. I am satisfied with self-directed learning experiences at CSU...				☐
4. Being a student at CSU provides me with opportunities to find out who I am.....				☐
5. Finances are not a significant problem for me.....				☐
6. I would consider going to the Counseling Center if I had a personal or vocational problem.....				☐
7. My advisor has been helpful to me.....				☐
8. Freshmen do not feel isolated on this campus.....				☐
9. In my experience, faculty members have shown an interest in me.....				☐
10. I personally feel valued as a person at CSU.....				☐
11. I would go to the Learning Lab if I needed tutoring.....				☐

APPENDIX C

Correspondence Sent to Consultants

University Counseling Center
Colorado State University
Fort Collins, Colorado 80523

September 16, 1974

This note is to inform you of the progress that is being made on a second environmental assessment of the CSU campus and its students, slated for Winter, 1975. This new study is essentially a validation and elaboration of the previous one done in 1972-73, the results of which you received in the Student Development Report entitled, "Students, the College Environment, and Their Interaction." Our new study will include an enlarged sample of approximately 1,000 undergraduates.

In addition to using Educational Testing Service's College Student Questionnaires, which was part of the 1972-73 study, we are also planning to use a locally written questionnaire designed to tap students' reactions to several points of stress identified by previous environmental studies at CSU.

One of the major tasks yet to be accomplished is deciding on a way to obtain an unbiased, quasi-random, stratified (by year, sex and college) sample. The two factors which have complicated this are lack of funds to pay 1,000 students for participation and the testing time, which is about 2 hours total. We would very much appreciate any suggestions you might have, either in terms of obtaining the total sample, or more specifically, how we might induce students in your college to participate. In addition, we would welcome any input you might have regarding either specific points of stress in the environment or special subgroups of students we should pay particular attention to in this study.

We very sincerely desire your participation in this effort, to whatever extent is possible for you. If you would like further information or have ideas or suggestions for us, please do call, jot us a note or even set up a time for us to meet together. We will keep in touch with you as regards the progress of our plans and the results of our investigations.

For the Research and Evaluation Team,

s/ Jack Corazzini
t/ Jack Corazzini, Ph.D.
Coordinator of
Research and Evaluation

University Counseling Center
Colorado State University
Fort Collins, Colorado 80523

January 27, 1975

We were very pleased to receive your support of the project to assess student perceptions and behaviors in our university environment which will be conducted this Quarter. Your interest in the study is greatly appreciated.

After considering the various suggestions we have received, we have modified our plans concerning the selection of the sample. We are now selecting a ten percent random sample of the students enrolled full time at the university. These students will be invited to participate in the study. We believe that this method of selection will best insure a representative sample from each college.

We will keep you informed of our progress with this study. Your comments and suggestions are always welcome.

Sincerely,

s/ Jack Corazzini
t/ Jack Corazzini, Ph.D.
Coordinator of
Research and Evaluation

APPENDIX D

Correspondence Sent to Subjects

University Counseling Center
Colorado State University
Fort Collins, Colorado 80523

January 23, 1975

Dear Student:

In recent years, we, the staff of the Counseling Center, have learned the importance of student perceptions of their environment. If we are going to be effective in serving you, we need to know what your life is like here at CSU. As you know, there are many things in the university environment that enhance your experiences at CSU; on the other hand, there are things that may block or hinder you as you attempt to reach your goals. We are interested in finding out what problems you experience in order to make changes in our programming or make suggestions to other campus organizations and agencies. To accomplish this task, we need your cooperation.

We have selected you and a few of your fellow students to assist us with this task. We want your feedback about the university environment here at CSU. Your participation will involve one and one-half hours of one evening of your choice during the week of February 10, 1975.

The goal of this project is to enhance the quality of student life here at CSU. To meet this goal, we need you. Please help us. You'll hear from us again soon with more information.

Sincerely,

s/ John G. Corazzini
t/ John G. Corazzini, Ph.D.
Coordinator of
Research and Evaluation

University Counseling Center
Colorado State University
Fort Collins, Colorado 80523

January 31, 1975

Dear Student:

Last week I wrote to you about our interest in learning how you and other students see life at CSU. I mentioned that I would be asking you and some other students to help us with this task. We think that the quality of student life at CSU can be improved and we need you to tell us how.

In order to get your feedback I have reserved:

PLACE: C-146, Plant Science Bldg.
DATE: February 10, 11, 12, & 13
TIME: 7:00 - 10:00 P.M.

Please come to C-146 of the Plant Science Building on one of the four days listed above. I need approximately 1½ hours of your time, so you can plan to come for any 1½ hour block within the 3 hours scheduled.

I know your time is valuable and there are other important demands made of you, but if you can take the time to give us your feedback on life here at CSU, I will take the time to convey your suggestions to President Chamberlain, to the Vice Presidents and to the Deans of each College.

If you have any questions, please call me at 491-6053.

Sincerely,

s/ Jack Corazzini
t/ Jack Corazzini, Ph.D.
Coordinator of
Research and Evaluation

University Counseling Center
Colorado State University
Fort Collins, Colorado 80523

February 21, 1975

Dear Student:

I am writing to you once more to invite your help in gathering information about the quality of student life at CSU. Each person we have selected has a unique view of the CSU environment and thus, your feedback is most important and valuable.

The week of February 10th seems to have been a bad time for some students to give their feedback. Some had the flu, others exams; many couldn't make the evening times scheduled. In order to give you an opportunity to participate, I have decided to mail the questionnaire to you. If you could fill this out and return it at your earliest convenience I would be most appreciative.

Please respond to the questions in the enclosed booklet by coding your answers on the answer sheet using the enclosed #2 pencil. When completed, please return the booklet and answer sheet to me in the enclosed envelope.

Thank you for your time and cooperation.

Sincerely,

s/ Jack Corazzini, Ph.D.
t/ Jack Corazzini, Ph.D.
Coordinator of
Research and Evaluation

(Postcard)

Dear Student:

Towards the end of last quarter you received a questionnaire in the mail. This is part of a survey that I hope might be helpful in enhancing the quality of student life at CSU. Your response to this questionnaire is highly valued. If you can find time in the next few days to complete the survey and return it to me, I will be very appreciative.

If you have already returned the questionnaire, please disregard this card.

Thank you for your cooperation.

Sincerely,

Jack Corazzini, Ph.D.

COLORADO STATE UNIVERSITY DEVELOPMENT REPORTS

Volume I, 1963-64

Ivey, A. E. & Miller, C. D. A Study of Student Reactions to Welcome Week, 1963-64, I, 1.

Ivey, A. E. & Miller, C. D. Freshman Class Profile, 1964, I, 2.

Ivey, A. E. The Colorado State University Student (A Comparative Study of High School Rank and CEEB-SAT Scores), 1964, I, 3.

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Goldstein, A. D. & Miller, C. D. Educational and Vocational Background of Parents of Colorado State University Students, I, 5.

Volume II, 1964-65

Ivey, A. E. & Miller, C. D. Scholastic Ability Patterns of Colorado State University Freshmen Entering Fall 1963, 1964, II, 1.

Miller, C. D. Scholastic Ability Patterns of CSU Freshmen Entering Fall 1964. 1965, II, 2.

Ivey, A. E. & Miller, C. D. The Academic Performance of Student's Ranking in the Fourth Sixth of CSU's Freshmen Class. 1965, II, 3.

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Keist, R. T. A Study to Determine if Students Living in a Residence Hall With Community Bathrooms Participated in More Activities and Have More Interaction With Members of Their Living Units Than Students who Live in a Residence Hall With Private Bathrooms. 1965, III, 1.

Miller, C. D. Scholastic Achievement Patterns of Colorado State University Freshmen. 1966, III, 2.

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Rietsma, G. Areas of Satisfaction and Dissatisfaction With Colorado State University as Perceived by Students. 1966, III, 4.

Keist, R. T. Validation Study: Student Interaction in Residence Halls With or Without Community Bathrooms. 1966, III, 5.

Schoemer, J. R. An Analysis of the 1966 Summer Orientation Program at CSU. 1966, III, 6.

Volume IV, 1966-67

Office of the Dean of Men. Summary of Transfer and Reference Evaluations. 1966, IV, 1.

Cole, C. W. & Ivey, A. E. Differences Between Students Attending and Not Attending a Pre-College Orientation. 1966, IV, 2.

Crookston, B. B., Keist, R. T., Miller, C. D. & Ivey, A. E. A Study of Attitudes Concerning University Relationships with Students: Part I: A Summary Report of Five Populations. 1966, IV, 3.

Gabbert, K. H., Ivey, A. E. & Miller, C. D. Counselor Assignment and Client Attitude. 1967, IV, 4.

Keist, R. T., Ivey, A. E. & Miller, C. D. A Study of Attitudes Concerning University Relationships With Students. 1967, IV, 5.

Keist, R. T. A Study of Enculturation Patterns of First Quarter Freshmen at CSU. 1967, IV, 6.

Ivey, A. E. & Miller, C. D. Student Response to Three Types of Orientation Programs. 1967, IV, 7.

Volume V, 1967-68

Early, E. J. F., Johnson, D. D., Morrill, W. H. & Oetting, E. R. A Comparison of the Meaning of Names Used to Describe a Modern College of Agriculture. 1968, V, 1.

Schoemer, J. R. Class of 1970 - This is Your Portrait. 1968, V, 2.

Volume VI, 1968-69

McConnell, W. A. & Schoemer, J. R. Is There a Case for the Freshmen Women Residence Hall? 1968, VI, 1.

Crookston, B. B. A Survey of Student Participation in Academic Departmental Affairs. 1968, VI, 2.

Hurst, J. C. & Schoemer, J. R. An Attitude Assessment of Students and Their Parents Who Did and Did Not Attend Preview CSU 1968. 1969, VI, 3.

Hurst, J. C., Hubbell, R. N., Munsey, W. L., Penn, J. R., & Harding, K. A Survey of Student and Parent Attitudes Concerning Colorado State University. 1969, VI, 4.

Hubbell, R. N., Munsey, W. L., Nutt, J. A., & Penn, J. R. An Annotated Bibliography of Research Done at Colorado State University Concerning Student Life. 1969, VI, 5.

Forrest, D., Moore, M., & Hinkle, J. Married Student Outreach Programs Completed During the 1968-69 Academic Year at Colorado State University.

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Crookston, B. B. & Hubbell, R. N. A Follow-up Study of Student Participation in Departmental Academic Affairs at Colorado State University. 1969, VII, 1.

Morrill, W. H., Miller, C. D., & Thomas, L. E. The Relationship of Educational and Vocational Interests of Women Students at Colorado State University. 1969, VII, 2.

Hurst, J. C., Munsey, W. L., & Penn, J. R. Student and Parent Attitudes Before and After One Quarter at Colorado State University. 1969-70, VII, 3.

Hubbell, R. N., Sjogren, D. D., & Boardman, T. The Generation Gap: Parent and Student Perceptions of the University. 1969-70, VII, 4.

Dildine, G., Hubbell, R. N., Keltz, R., & Smith, T. A Collegiate Experiment in Human Relations Training: The CSU Student Leadership Workshop of April 1969. 1969-70, VII, 5.

Hurst, J. C. & Smith, T. Student-Parent Perceptions of CSU Before and After Attendance at Preview CSU 1969. 1969-70, VII, 6.

Carlson, J. Bibliography on Drugs. 1969-70, VII, 7.

Hurst, J. C. & Morrill, W. H. Personal vs General Requests for Client Feedback in the Evaluation of Counseling Services. 1969-70, VII, 8.

Volume VIII, 1970-71

Morrill, W. H. & Hoyt, D. P. The Training of Counseling Psychologists for Outreach Activities. 1970-71, VIII, 1.

Birney, D., Thomas, L. E., & Hinkle, J. Life Planning Workshops: Discussion and Evaluation. 1970-71, VIII, 2.

Kuder, J. M. & Smith, T. The Leaving Student at Colorado State University, 1970-71, VIII, 3.

Weigel, R. G. & Smith, T. Effects of Pre-PREVIEW Information Mailings on Academic Choices and Performance, 1970-71, VIII, 4.

Layton, K. & Gardiner, J. C. Justifications for Calling in National Guard Troops During a Campus Demonstration: A Study of Student Attitudes. 1970-71, VIII, 5.

Volume IX, 1971-72

Hurst, J. C., Delworth, U., & Garriott, R. The Effects on Participant Self-Concept of a Pre-Recorded Audio Tape in Self-Directed Encounter Groups, 1971-72, IX, 1.

Morrill, W. H. & Hyne, S. What to Prevent and Promote, 1971-72, IX, 2.

Titley, R. W. & Vattano, F. J. Psychology as a "Major" Step, 1971-72, IX, 3.

Coates, C. Floor Social Climate Factors in Varying Residence Hall Living Arrangements, 1971-72, IX, 4.

Volume X, 1972-73

Coates, C. & Hall, R. L. Comparison of Academic Predictors and Achievement for Project GO and Regularly Admitted Freshmen at Colorado State University, 1968-71. 1973, X, 1.

Coates, C., Hurst, J. C., & Becker, W. College Students' Perceptions of Problems and Sources of Help. 1973, X, 2.

Huebner, L., Morrill, W. H., & Hinkle, J. E. Client Transaction With a University Counseling Center. 1973, X, 3.

Madson, D. L., Kuder, J. M. & Thompson, T. T. A Longitudinal Study of Changes in Satisfaction of Residence Hall Students. 1973, X, 4.

Hotchkiss, C. W. & Morrill, W. H. What's in a Name? A Study of Student Personnel Titles. 1972-73, X, 5.

Volume XI, 1973-74

Hyne, S. A. Innovations in Vocational Counseling: A Review of Program Descriptions. 1973-74, XI, 1.

Wolff, G. Outcome for Project GO Freshmen, Fall 1972. 1973-74, XI, 2.

Huebner, L., Corazzini, J., Beauvais, F., Morrill, W. H., & Hinkle, J. E. Students, the College Environment, and Their Interaction. 1973-74, XI, 3.

Hurst, J. C., Davidshofer, C. O., & Arp, S. Current Fees Charging Practices and Perceptions in College and University Counseling Centers, 1973-74, XI, 4.

Bryer, J. 1968-1973: A Trend Analysis. 1973-74, XI, 5.

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Kitchener, K. G., Corazzini, J., & Huebner, L. A Study of Counseling Center Hiring Practices: What does it take for a woman to be hired? 1974-75, XII, 1.

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Titley, R. W., Titley, B., & Wolff, W. M. The Major Changers: Continuity or Discontinuity in the Career Decision Process? 1975-76, XIII, 1.

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